

Tom Horne  
Superintendent

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## ARIZONA DEPARTMENT OF EDUCATION

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### **Results of the 2005 National Assessment of Educational Progress**

PHOENIX (Wednesday, October 19, 2005) -- The 2005 Results of the National Assessment of Educational Progress released on October 19<sup>th</sup> by the National Assessment Governing Board revealed little change in average student achievement since the last administration in 2003, but steady improvement since 1992.

Arizona 8<sup>th</sup> grade Mathematics results showed a positive indication of gradual improvements in Arizona classrooms, with a 5% increase in students performing at or above the proficient level. Grade 4 Mathematics proficiency rates increased from 25% in 2003 to 28% at or above proficient in 2005. Reading proficiency rates in Grades 4 and 8 did not change significantly since 2003.

“NAEP is one of the multiple measures we use for assessing academic growth, along with the AIMS DPA and the Terra Nova assessments”, said Tom Horne, Arizona’s Superintendent of Public Instruction. “Of these, NAEP is least indicative of how our students are mastering the Arizona Content Standards because of differing provisions in instruction. For example, Arizona students must do their arithmetic by hand on the AIMS DPA, in order to increase number sense, whereas NAEP uses calculators. Arizona students performed above the national average on the 2005 Terra Nova, a nationally normed test, as they did in the Scholastic Aptitude Test”.

In compliance with the No Child Left Behind Act (2001), NAEP is administered every two years to a sample of students in each state. The next mandated administration will take place in 2007. “We have a number of interventions in place to help our students improve,” Horne added. “I am confident that over time, Arizona scores will start to show significant gains”.

A full report of the 2005 NAEP Results is available at [www.nces.ed.gov/nationsreportcard](http://www.nces.ed.gov/nationsreportcard)

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